LESSON PLAN

Course Description

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| --- | --- | --- | --- | --- |
| Teacher: | Alexa DeRose | Course: Mathematics | | Department: Education |
| Grade Level: | 3rd | Total Students: 26 |  | Date: september 24,2014 |
| Time/Period: | 40 Minutes | | | |
| Topics: | Mathematics, Addition & Subtraction | | | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| **3.A.2.1.1:** Represent multiplication as repeated addition.  **3.A.3.1.2:** Solve problems involving multiplication through the 9’s tables through 9x5.  **3.A.3.1.1:** Solve single- and double- digit addition and subtraction problems with and without regrouping in vertical or horizontal form. |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| **SWBAT:** Find the solution to addition and subtraction problems with two digit numbers  **SWBAT:** Find the solution to subtraction problems with double-digit numbers.  **SWBAT:** Understand multiplication as repeated addition and arrays. |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| Teacher: Begin by reviewing single and double-digit multiplication, addition and subtraction problems.  Teacher: Ask the students  Student Feedback: Teacher watches and listens to the students and then explains how these problems could be used in everyday life.  Teacher: Distributes multiplication charts that allow students to work on their multiplication skills with numbers 1 through 10.  Students: Complete charts  Teacher: Goes over the chart to make sure that the students have the right solutions to serve as a guideline. |
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***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| Teacher: Explain to students that multiplication, addition, and subtraction are located in many real world situations. Have the students pick three other partners who they would like to work with.  Teacher: After the students figure out their groups and are seated, hand out the egg cartons to each group. Explain to the students the rules of the game and that each student will need to keep track of their own score.  Students: Decide whether they want to play using addition, subtraction, or multiplication.  Students: Begin playing and taking turns.  Teacher: Walks around to each group making sure they are completing the game correctly. Ask and help individual students solve their problems if needed.  Teacher: When all of the groups are finished, have the students switch groups and complete a different version of the game. |

***Closing& Assessment: (5-7 min)***

**(Restate purpose & assess comprehension; met objectives?)**

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| Teacher: Review what the students know about multiplication, addition, and subtraction.  Teacher: Ask the students for their feedback of the activity.  Teacher: Ask the students to add their input on which numbers they find the easiest and difficult to add, multiply, or subtract and why?  Teacher: For homework: Introduction to fractions worksheet. Bring in one household object that could be broken down to use as a manipulative. |

***Assessment Procedures:*** *(check all that apply)*

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| Formative | | | | Summative | | | |
| X | Guided Practice | X | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
|  | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
| X | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
| X | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: |  | ***Rubric*** |  |  |
|  | Independent Practice |  |  |  | ***Portfolios*** |  |  |

## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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| --- | --- | --- | --- |
|  | Text Book: | X | Other: Egg Carton  Coins  Paper to keep track of scores |
| X | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: |  |  |
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***Accommodations***

*(IEP/Child specific)*

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| Provide repeated opportunities to engage in new skills, through modeling, rehearsal and guided practice. | Enunciate clearly to Sarah she wears a hearing aid. |
| Have the students add their own images to the project | Provide Joseph with preferential seating |
| Assess and monitor during the activity | Make sure Kayla sit closer to the front; she has trouble with his vision. |
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***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| Flexible Grouping | Have students work by with only one partner to complete the game. |
| Allow students times to discuss information about the lesson and material as long as they remain on task. |  |
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***Notes for the Substitute***

* The emergency contact folder is in my bottom drawer in my desk along with the student’s journals.
* Please do not hesitate to ask for help from Mrs. Jones or any of the other faculty members.
* Make notes of any students who had difficulty completing the lesson for further accommodations.
* Here is the principal’s phone number if needed (674-098-0635) (EXT 5)

In accordance with Neumann University educational guidelines for emergent teachers please describe how the following INTASC Principles were reflected in your lesson plan and the delivery of the lesson.

**INTASC Principles**

**Interstate New Teachers Assessment and Support Consortium**

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| **INTASC 1: Making content meaningful** |
| * The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. |
| Evidence/Reflection: Allows the students to work in groups to work on their mathematic skills |
| **INTASC 2: Child development and learning theory** |
| * The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. |
| Evidence/Reflection: |
| **INTASC 3: Learning styles/diversity** |
| * The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |
| Evidence/Reflection: Instead of having the students sit at their desks the whole class period, the teacher allows them to get up and rotate groups. Some students work in groups rather than work on their own. |
| **INTASC 4: Instructional strategies/problem solving** |
| * The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| Evidence/Reflection: |
| **INTASC 5: Motivation and behavior** |
| * The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. |
| Evidence/Reflection: |
| **INTASC 6:** **Communication/knowledge** |
| * The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| Evidence/Reflection: |
| **INTASC 7:** **Planning for instruction** |
| * The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| Evidence/Reflection: The teacher constantly gave out instructions in order to keep the students on task and to finish the lesson and activities. |
| **INTASC 8**: **Assessment** |
| * The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| Evidence/Reflection: |
| **INTASC 9:** **Professional growth/reflection** |
| * The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| Evidence/Reflection: |
| **INTASC 10:** **Interpersonal relationships** |
| * The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. |
| Evidence/Reflection: |